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ABSTRACT

This report summarized the first of two workshops for teachers of disadvantaged and handicapped students in vocational schools in the urban setting. The workshop was jointly planned by the Vocational Division of the Baltimore City Public Schools and the University of Maryland. Departments represented were special and industrial education and the institute for child study from the college of education. Goals for the workshop represented both the affective and cognitive domains of teacher behavior modification. Skills in defining instructional units using the case method, sensitivity to values of students, and attitudes of teachers were goals discussed. The methodology of the workshop involved cross-discipline team teaching which was modeled for vocational and academic teacher adoption. Evaluation of the workshops was based on participant rating of goal achievement, sponsoring and consulting agencies, and the total workshop. Recommendations for implementation of teacher developed concepts into vocational schools were made. (The related document is SP 006 167.) (Author/BRB)

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A REPORT ON THE BALTIMORE CITY FUNDED PROJECT ON PROBLEMS OF URBAN VOCATIONAL SCHOOLS USING A CROSS-DISCIPLINE, TEAM-TEACHING MODEL FOR INSERVICE EDUCATION

ED 073083

ABSTRACT

A summary report of an inservice workshop for the summers of 1971-1972 for teachers of disadvantaged and handicapped students in vocational schools in the urban setting. The workshop was jointly planned by the Vocational Division of the Baltimore City Public Schools and the University of Maryland. Departments represented were special education, industrial education and the institute for child study from the college of education. Goals for the workshop represent both the affective and cognitive domains of teacher behavior modification. Included in the goals are skills in defining instructional unit using the case method, sensitivity to values of students and attitudes of teachers. The methodology of the workshop involved cross-discipline team-teaching which was modeled for vocational and academic teacher adoption. Evaluation of the workshops is based on participant rating of the workshop in areas of goal achievement, consultant and outside agencies rating and the total workshop. Recommendations are made for implementation of teacher developed concepts into vocational schools.

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SP 006 128

A REPORT ON THE BALTIMORE CITY FUNDED PROJECT ON PROBLEMS OF URBAN VOCATIONAL SCHOOLS USING A CROSS-DISCIPLINE TEAM-TEACHING MODEL AT CARVER AND MERGENTHALER SUMMER 1971

submitted by
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The vocational teacher workshop was planned and implemented through the combined efforts of the Vocational Division of the Baltimore City Public School and the departments of Industrial Education, Special Education and the Institute for Child Study of the University of Maryland. Inherent within this planning was the participation of university personnel in two of the stated goals of the workshop, cross-discipline planning and team teaching.

This report is submitted on behalf of the teaching and planning staff as an index of the success of the workshop as reported by the participants. A second, and

possibly more important reason for the report, is that this document should serve as a stimulus for additional planning and defining of goals which need to be identified and achieved in future workshops.

I. THE WORKSHOP GOALS

The nine goals for the workshop were developed through the efforts of Dr. Benjamin Whitten, Area Superintendent for Vocational Education, Baltimore City Public Schools; Dr. Donald Maley, Chairman, Department of Industrial Education, and Dr. Jean Hebeler, Chairman, Department of Special Education of the University of Maryland, and Dr. H. Gerthon Morgan, Director, Institute for Child Study.

Participants rated the nine workshop goals using a four point scale: 4, being excellent, 3, good, 2, fair and 1, poor. Comments and recommendations for improvement of the workshop to better accomplish each goal were solicited. These goals were:

A. Teachers will become sensitive to the problems of urban, or inner-city, or disadvantaged, or poverty students.

B. Teachers will recognize that there is more than one value system for behavior.

TABLE I

Participant Rating of the Success of the Workshop in Achieving its Goals

Objective	Rating Scale	Excellent 4	Good 3	Fair 2	Poor 1	N	$\bar{X}$
1 sensitivity	f	11	12	3	0	26	3.3
2 value system	f	17	7	2	0	26	3.6
3 techniques	f	18	7	1	0	26	3.7
4 methods	f	6	12	7	0	25	3.0
5 team teaching	f	14	8	4	0	26	3.4
6 relationships	f	19	6	1	0	26	3.7
7 discipline	f	6	16	3	0	25	3.1
8 instructional units	f	13	8	5	0	26	3.3
9 behavior objectives	f	7	11	6	2	26	2.9

*The total number of participants was 28 but not all participants evaluated the objectives accounting for an N of 25 and 26.

C. Teachers will study and plan application of innovative educational techniques.

D. Teachers will know and be able to use effective instructional methods with the learning handicaps of slow learners.

E. Teachers will be exposed to the advantages of team teaching programs to make lessons more meaningful.

F. Teachers will cooperate so that a greater relationship is attained between the shop and academic studies.

G. Teachers will know and follow procedures that will tend to minimize the causes of discipline problems in the classroom.

H. Teachers will experiment with several methods of teaching and develop units for instruction.

I. Teachers will be able to write their program objectives behaviorally.

Participant rating of the success of the workshop in achievement of these goals (Table I) was high with a majority of the ratings occurring at the excellent or good range. Means for eight of the goals are above three while the mean for goal nine, writing behavior objectives, is below three, 2.9.

Recommendations for better achieving these goals made by participants were:

1. Increase the amount of time or length of the workshop to better achieve the goals.

2. Include on the staff an urban sociologist or child psychologist.

3. Participants should make home visits or have home live-ins during the workshop.

4. Increase the amount of student participation in the workshop (students from the two vocational schools).

5. Greater emphasis should be made on team teaching and cross-discipline planning.

6. Goal nine was rejected by several academic teachers as being nonapplicable and by several other teachers as being undesirable for workshop emphasis.

II. THE TEACHING STAFF

The teaching staff was three, Dr. Lowell Anderson, Department of Industrial Education; Dr. Albert Gardner, Institute for Child Study and Mrs. Sue Dhyse, Department of Special Education, each from a different discipline. The instructional methods used could categorically be identified as primarily indirect. Organization of the workshop emphasized team teaching. Modules of time were kept flexible and variable. Instructional organization

of participants varied from total grouping, small groups, to individuals as determined by the activity. Leadership in sessions varied from staff dominance to active leadership by participants.

The philosophical-psychological strategies were centered around support of both the participants and the staff. Inherent within "support" was an emphasis on sensitivity, understanding, warmth and a willingness to give of "self". Methods tended to enhance the development of self-directedness -- that solutions to problems and improvement of teaching in any environment is possible and the responsibility of the teacher.

Evaluation of the teaching staff was in four areas:

A. The knowledge of the staff member in subject materials, resource information and understanding of subject areas.

B. The methodology used in presentations or working with small groups, individuals or the total group.

C. Planning of the workshop to enable maximum use of student (teacher) time in the workshop.

D. The degree of understanding and sensitivity to the problems of teachers in the workshop.

Ratings of the teaching staff in all four of the categories was in the excellent or good area of the scale (Table II.)

TABLE II

Evaluation of the Teaching Staff

Categories		Excellent 4	Good 3	Fair 2	Poor 1	N	$\bar{X}$
A Subject matter	f	20	5	1	0	26	3.7
B Methodology	f	17	10	1	0	28	3.6
C Planning	f	14	12	2	0	28	3.4
D Sensitivity and understanding	f	25	3	0	0	28	3.9

The range of means was from 3.4 to 3.9, the lowest being in the effective use of time.

Few recommendations were made by participants and no major theme appeared which would serve as information for consideration in changing of the members or strategies of the teaching staff.

III. CONSULTANTS AND OUTSIDE AGENCIES

Consultants were used to increase the level of expertise in specific areas of teacher concern. The services of outside agencies and company representatives were used to develop channels of communication between teachers and agencies. Information and materials being marketed by companies in education was made available to teachers.

Fees were paid to the reading specialist, psychologist and media specialist. The remaining persons from agencies, companies and the Baltimore Public School System did not receive a stipend.

Responses of the participants to the consultants (Table III) were quite high, ranging from a high of 4.0 to a low of 2.7. The three areas in which consultants were rated were knowledge, teaching methodology and the amount of help which the participant felt he received. Participants were also asked to indicate yes or no to recommending continued inclusion of the consultant. The vast majority of responses to all consultants was yes.

TABLE III

Consultants

Consultant Area		Excellent 4	Good 3	Fair 2	Poor 1	N	$\bar{X}$
A. Reading Specialist		(3 one-half days)					
	K	f 28	0	0	0	28	4.0
	M	f 25	2	1	0	28	3.8
	H	f 17	8	3	0	28	3.5
		Recommend Unit		Yes 28		No 0	
B. World of Work		(1 one-half day)					
	K	f 11	14	2	0	27	3.7
	M	f 7	12	5	3	27	2.9
	H	f 8	7	7	5	27	2.7
		Recommend Unit		Yes 21		No 3	
C. Psychologist		(1 one-half day)					
	K	f 13	9	2	1	25	3.4
	M	f 6	12	4	3	25	2.8
	H	f 8	7	7	2	24	2.9
		Recommend Unit		Yes 21		No 4	
D. Media		(3 one-half days)					
	K	f 10	14	1	1	26	3.3
	M	f 8	10	5	2	25	3.0
	H	f 8	11	3	4	26	2.9
		Recommend Unit		Yes 23		No 3	
E. Outside Agencies		(No greater than one-half day)					
Media		f 11	11	3	1	26	3.2
Testing		f 4	14	5	3	26	2.7
Community Services		f 16	4	6	1	27	3.3
Vocational Rehabilitation		f 15	4	0	0	19*	3.8

K = knowledge of subject materials

M = teaching methodology

H = amount of help which this consultant gave me

*The reason for such a low response was because of scheduling, approximately half of the group was not present during the presentation.

No recommendations were made for modification of the units presented by consultants. In other portions of the evaluation form, some participants indicated a desire to have consultants for the full day instead of a portion of the day. This applied to the employed consultants teaching units.

IV. THE WORKSHOP RATING

Participants rated the total workshop on a five-point scale (excellent, good, adequate, poor, very poor).

TABLE IV

Workshop Rating

	Rating	Frequency	$\bar{X}$
Excellent	5	19	
Good	4	9	
Adequate	3	0	
Poor	2	0	
Very poor	1	0	
	N = 28		4.68

Participants rated the workshop very high; on the five-point scale, the mean was 4.68.

Reasons given for this rating by participants include:

A. opportunity to view new methods

B. flexibility in programming

C. an opportunity to view myself and my values

D. availability of materials

E. security to express our feelings and ideas

F. the personal feelings which were developed

G. a "great step" of meeting the needs of teachers

H. removed barriers of communication

I. improved relationships between academic and vocational teachers

J. sensitivity of instructors

K. gave me a sense of direction

L. honesty, guts, and "Calling a spade a spade"

M. the advantage of cooperative effort.

V. RECOMMENDATIONS

Both participants and staff members were requested to make recommendations for a workshop and for the best means of implementing those recommendations. The recommendations by participants shall be presented separately from those by staff members.

A. Participant

1. Field trips should be made to schools working with disadvantaged students.

2. Extend the workshop time.

3. Use time more efficiently.

4. Involve administrators and supervisors.

5. Include more students in the workshop.

6. Discuss the "gripe" sessions.

7. More reference books should be given to participants.

B. Staff

1. Develop strategies which will be effective in implementation of the goals of the workshop into the present school.

2. Define with greater specificity the meaning of a "unique" vocational school in the Baltimore City Public School.

3. Develop a means for on-going consultants to meet with and assist in achievement of the goals in the school setting.

4. Develop new channels of outside agency support of education in solution of the problems commonly encountered by vocational students.

5. Involve administrators and supervisors in workshops at the participant level.

6. Solve areas of communication between administrators and teachers in vocational schools.

7. Examine the purpose and function of workshops to determine goals and total effect on the school system.

8. Examine committees which are presently established in schools to determine effectiveness in solving problems.

9. Develop workshops dealing in specific skill areas which could be staffed by experts available in Baltimore School System (media, testing, reading and other possible areas).

Suggestions and Proposals to Alleviate Various Disciplinary Problems Existing at Carver Discussed by a Group of Fourteen Teachers During the Vocational Teachers Workshop--Summer 1971

I. Teacher Assistance

A. Sources of Assistance
1. Fellow Teachers
2. Faculty Advisory Committee
3. Advisory Council -- Department Heads
4. Vice Principals
5. Principal

II. Out of Classroom Disciplinary Problems

A. Cafeteria
1. Possible Solutions
a. Selection of two monitors in each homeroom to remind their peers of their responsibility to remove trays. This may be rotated every two weeks.
2. Each class should have assigned areas in the cafeteria. The master list of assignments should be posted in the cafeteria on the bulletin board and copies made available to each teacher.
3. Recognition should be made biweekly for areas kept clean. Written recognition should be posted outside and inside the cafeteria.
4. An outing or cafeteria party may be given to students for clean areas at the end of the school year.
5. Teachers must report to the cafeteria duty within a reasonable time to assigned areas. Those who have not reported will have their names called over intercom to remind them of their responsibility.

6. Have a teacher captain for each cafeteria period.
   a. Have the captain use the intercom when necessary during the lunch period.
   b. Have the captain report teachers who do not report to the Faculty Advisory Committee then the Department Head and if necessary to the Principal.
   c. Daily reminders should go to the homeroom teachers of uncooperative classes.
   d. If possible, captains should not have a class after the lunch period.
7. Close cafeteria door between lunch periods.
8. More trash receptacles should be provided.
9. More teachers on duty and if possible, have equal distribution of teachers by sex.
10. Faculty Advisory Committee will designate cafeteria captains with the approval of the Administration.
11. Have seledt members of the VICA Clubs serve as monitors in the cafeteria.

B. Auditorium
   1. Possible Solutions
      a. All teachers should have a master seating chart of the auditorium seating assignments. All homeroom teachers will inform their classes of their proper seats. Each homeroom teacher will require students to sit as a class. Ample seating charts should be provided for all teachers.
      b. A master seating chart will be posted outside of the auditorium.
      c. Appropriate music will be played during the seating and dismissal of the students. The sponsor should notify the stage crew and custodiam prior to scheduled program for a record player.
      d. The following procedure will be executed for auditorium dismissal:

1. The marshall should direct the dismissal of the students from the stage.
2. Students will use only the rear exits.
3. Students will use only the side aisles.
4. Students will pass out simultaneously from the last and front rows using the side aisles.
5. Students not passing will remain seated until time for them to pass.
6. The center aisle will be monitored by teachers.
7. Teachers are to be sure that students leave through designated exits.
8. Each student should receive a diagram of the auditorium exiting.

e. Students should have opportunity to give suggestions for assembly programs.

C. Traffic in the Corridors

Problems existing outside the classroom are problems that affect the entire school. Therefore, it is reasonable to assume that the most effective method of coping with these problems is through a collective effort of the entire Faculty.

Objective: To handle problems that exist outside the classroom through a total school effort.

1. Procedure
   a. Each teacher will be given a special pad or booklet for recording out of classroom disciplinary problems. (Sample page attached)
   b. Unless problems warrant immediate office attention, teachers will keep this information as their personal records.
   c. Department heads will call meetings with teachers at their discretion, but at least once a month to discuss findings, possible solutions, and offer help and support where needed.

d. Teachers at their discretion may discuss or present problems to their department heads.
e. Department heads will meet and discuss overall findings and solutions and supply each teacher with this information.

2. Projected outcomes
   a. Problems existing outside the classroom will be reduced.
   b. Habitual problem students will be detected.
   c. Potential problem students will be identified.
   d. Outsiders will be easier to recognize.
   e. Continuity created between teachers exerting efforts toward alleviating routine disciplinary problems.
   f. Attention will be called to Faculty members improperly excusing students.
   g. Communication will be encouraged between teachers and students.
   h. Communication between teachers will prevail.
   i. A better relationship between administration, teachers and students will be promoted.
3. Sources of referral
   a. Homeroom teacher
   b. Student council
   c. Faculty Advisory Committee
   d. Advisory Council
   e. Vice Principals
   f. Principal

Objectives: That the support of the entire Faculty be enlisted in dealing with problems outside the classroom. That a specific system of attacking these problems be employed to insure favorable results rather than leaving the outcome to chance.

Teacher's Disciplinary Log

Student's Name	Date	Offense	Period or Time	Sched. Teacher	Gr.	HR T.	Log by	Ref. to	Disposition

*Logged by